TVET SUB-SECTOR STRATEGIC ACTION PLAN

INFORMATION PROVIDER

BERHANU TADESSE TAYE

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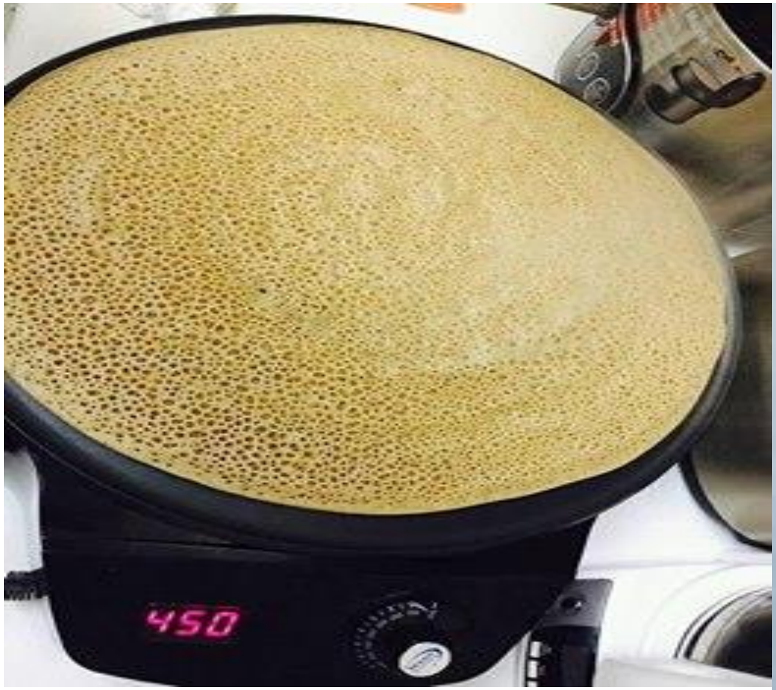

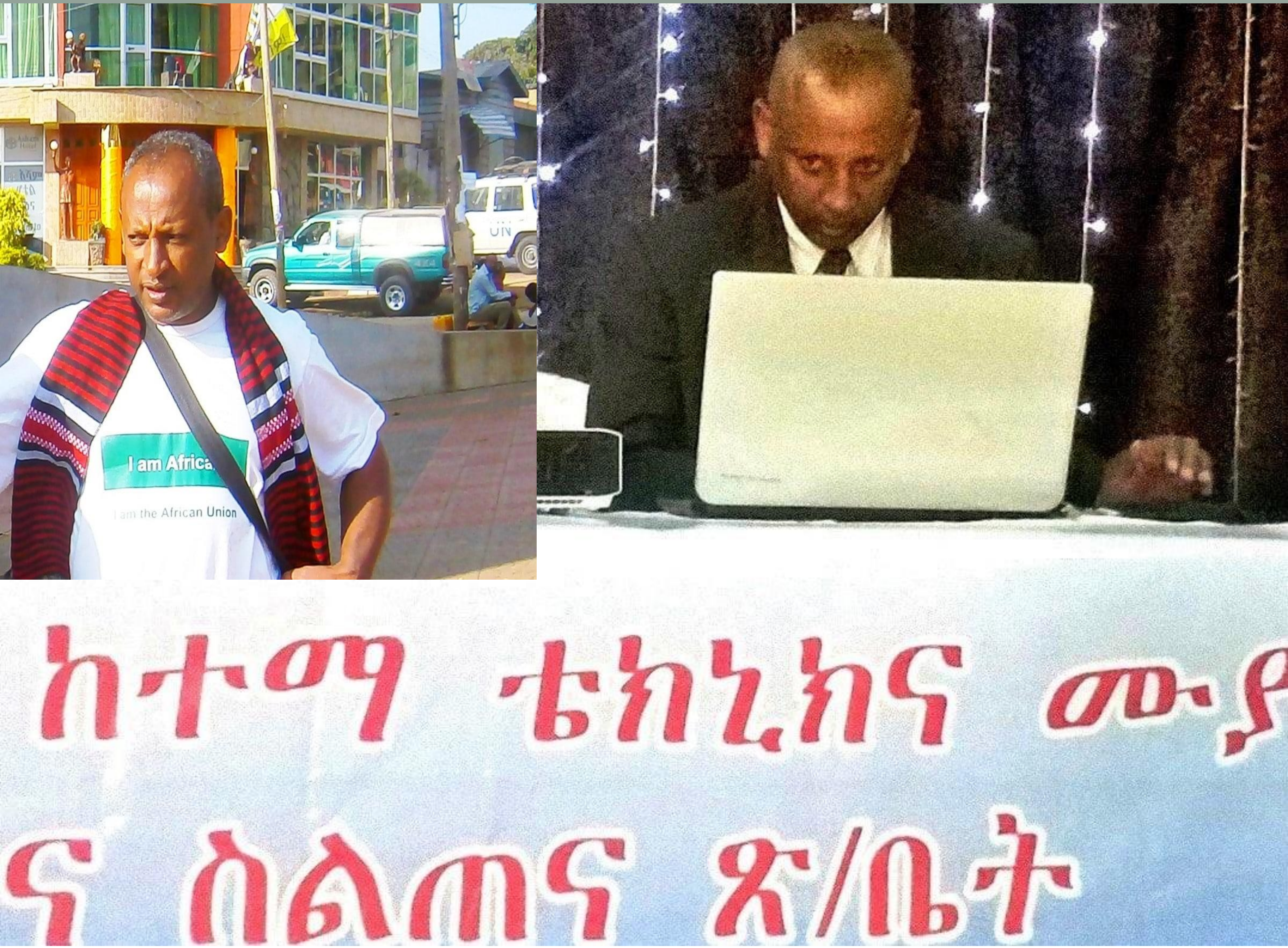
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Ministry of Science and Higher Education - Ethiopia

Deutsche Gesellschaft
für Internationale
Zusammenarbeit (GIZ) GmbH

Establishing a system for EVIDENCE BASED Policy, Decision Making in the Ethiopian TVET Sub-Sector

Agenda

- Public policy issues in the education sector
- The ETMIS Process
- TVET Policy Objectives and KPIs (example)
- Performance Monitoring Tools (example)

Introduction

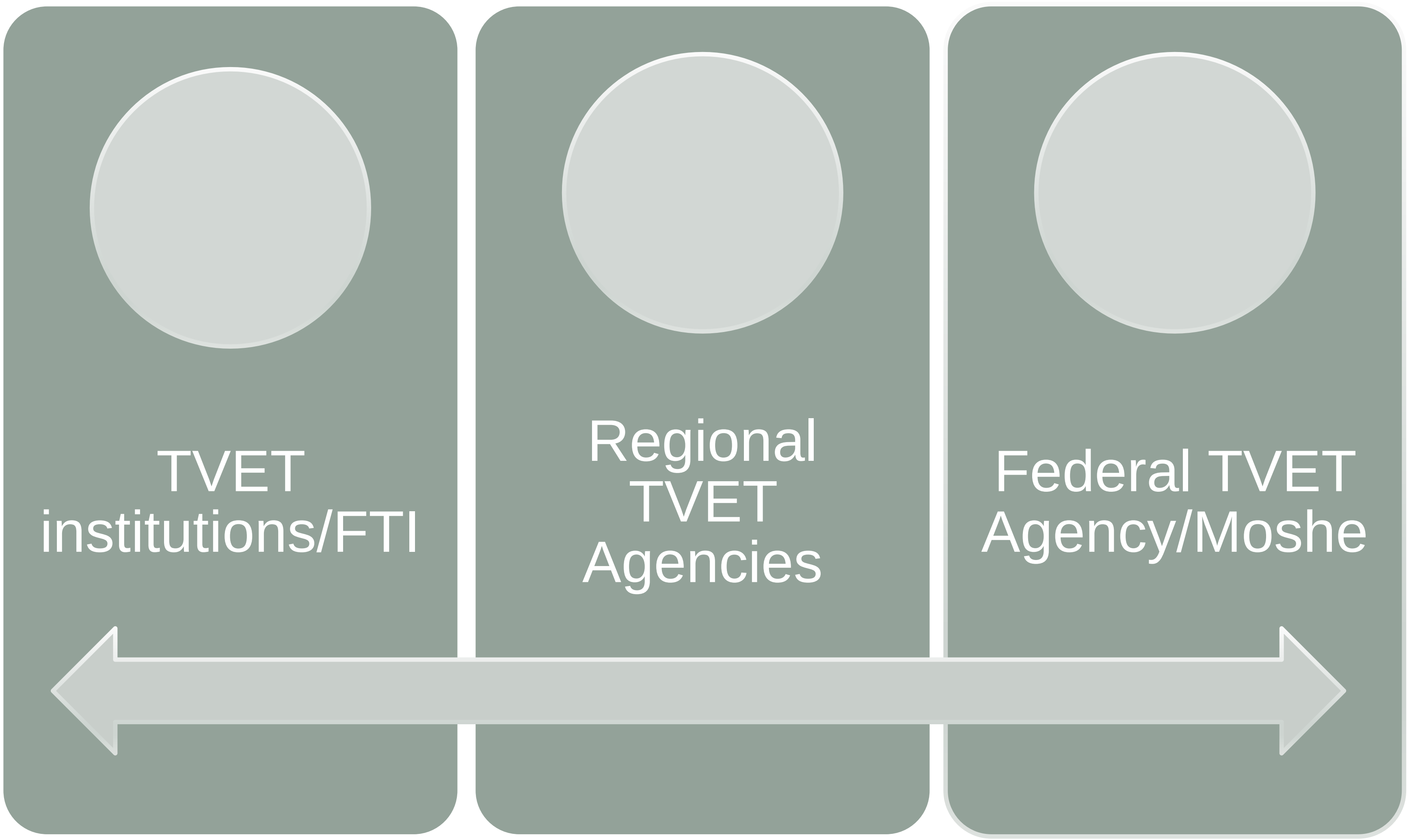
- Evidence based policy making is at the heart of modern public management, and is crucial for managing change
- The culture of evidence based decision making is not well rooted in the Ethiopian TVET & higher education sector
- The aim of this initiative is to help establish a culture of evidence-based decision making in the Ethiopian TVET & higher education sector

Strategic/Policy Management cycle involves four activity steps:

Policy issues in the education and training sector

- Expand access & participation
- Improve equity & diversity
- Improve internal efficiency
- Improve external efficiency
- Improve quality of education & training
- Improve quality of research & development
- Increase resources and optimize their use

Policy cascading/aggregation & disaggregation



The Role of ETMIS in the strategic management process

- ETMIS is a tool that helps institutions or people leading institutions to:

make informed decisions on their strategic orientations (Policy Making)

track performances- own and others (Establishing Accountability)

The two major inadequacies in the Ethiopian system with regards to ETMIS:

- Culture of recording data
- Culture of using data

The ETMIS process:

TVET Policy Objectives and KPIs

Strategies and Actions

Performance Monitoring Score Cards

Performance Monitoring Report Card, FTA/RTA/ MoSHE

Performance Monitoring Report Card, TVET

Polytechnics/Colleges/Institutions

Performance Mentoring Report Card FTI

What do we need to think about?

- Establishing the culture of evidence-based decision making: what needs to be changed in our institutions in order establish this culture?
- Completeness of the institutions' policies: What public policies are missing in our strategic plans, and what do we need to consider in order to ensure that all policy issues are entertained in our institutions?
- Degree of effectiveness in managing performance: How effective is our institutions in managing performance and what need to be changed in order to improve the practice?

Expectations from the Plannery Sessions

(1) Agreement on formats, tools and approaches

(2) 1st draft on detailed contents of TVET Policy issues, objectives, KPIs and list of strategic initiatives

(3) Agreement on home take assignments and division of tasks

The Next Topic is TVET Sub-Sector Strategic Action plan

5 Years Strategy for the TVET sector in Ethiopia (2022-2026)

Action plan Strategic Objective 1:

By 2026, 70% of grade 12 completers shall be enrolled in TVET out of which 50% shall be females, and where at least 50% of grade 12 completers with disabilities are incorporated.

Strategic Initiatives	Target value	Activities to be implemented by:			
		FTA/RTA	TVET institutions/ colleges/polytechnics	FTI	CoC Centers2
1. 1 Increase student intake by establishing new TVET institutions in the public sector	50,000	✓ Develop framework for reorienting the existing TVET institutions in line with the current status quo ✓ Coordinating for mobilizing funds for TVET basket and managing it for maximum impact ✓ OS development (for new occupations) involved) ✓ Monitor & support	✓ Reorganizing themselves in line with the new framework ✓ Build infrastructure ✓ Procure facilities ✓ Develop programs ✓ Build capacity and implement	✓ Teacher training ✓ Leaders capacity development	✓ Administer assessments
1. 2 Increase student intake by introducing new programs within existing institutions	20,000				
1. 3 Increase the student intake capacity by horizontally expanding the existing programs (new facilities,	40,000				

Increase student intake by enabling the private sector to establish new TVET institutions and expand in the existing ones.	30,000	✓ In place incentives for private sector to invest in TVET, campaign to create awareness and secure commitment ✓ Facilitate licensing and regulatory guidance		✓ Teacher training ✓ Leaders capacity development	✓ Administer assessments
Increase the student intake capacity by leveraging technology (distance and blended learning arrangement)	10,000	✓ Facilitate technology acquisition ✓ OS development (for new occupations) involved) ✓ Monitor & support implementation	✓ Build infrastructure ✓ Procure facilities ✓ Develop programs ✓ Build capacity and implement	✓ Teacher training ✓ Leaders capacity development	✓ Administer assessments
Increase participation of females in TVET	50%	✓ In place regulatory instruments and standards to ensure gender equity	✓ Adopt regulatory instruments and standards to ensure gender equity	✓ Train more female teachers and trainers	

Strategic Objective 2:

By 2026, 70% of school dropouts with the ages between 14 and 23 shall participate in non-formal TVET and skills development activities, out of which 50% shall be females.

2.1 Recognize, formalize and expand in-company trainings by large companies and companies in the industry zones.	500 companies, 100,000 trainees	✓ Develop legal and institutional frameworks for establishing enterprise tax for establishing basket fund for expanding non-formal TVET and apprenticeships ✓ In place regulations and incentive packages for companies and company trainers to ensure commitment ✓ Develop national guidelines for the implementation of in-company trainings, company operated apprenticeships, and formalized traditional apprenticeships ✓ Facilitate MOUs between companies or their organized entities and TVET institutions to implement theoretical trainings and practical exposures	✓ Initiate MOUs with companies ✓ Design need based basic theoretical training ✓ Deliver basic trainings	✓ Train and capacitate company trainers	✓ Administer assessments
2.2 Recognize, formalize and expand skills development activities in medium and large companies	10,000 MLEs, 50,000 apprentices				
2.3 Formalize, modernize and expand traditional apprenticeships implemented by crafts people and micro and small enterprises	50,000 crafts people and MSEs, 50,000 apprentices				
2.4 Increase participation of females and persons with disabilities in non-formal TVET and skills development	50% females	✓ In place regulatory instruments on companies to ensure safe and secure work & learn environment ✓ Facilitate scholarships and special support for females and persons with disabilities from poor family			

Strategic Objective 3:

By 2026, 90% of students enrolled into TVET programs shall fully complete their training packages, with female trainees and trainees with disabilities performing equal to males.

<table>
<tr><td>3.1 Reduce dropout rate from TVET</td><td>90 %</td><td rowspan="6">✓ In place regulations to prevent dropouts
✓ Facilitate more resources and incentives for individuals and institutions training females and people with disabilities
✓ Deploy more female trainers</td><td rowspan="6">✓ Provide tutorials
✓ Counsel those at risk
✓ Provide support for those at risk
✓ Provide safe and secure learning environment
✓ Abolish sexual harassment in work and learn places</td><td rowspan="6">✓ Train teachers on gender responsible pedagogic skills
✓ Train counselors</td></tr>
<tr><td>3.2 Reduce female dropout rate from TVET</td><td>90 %</td></tr>
<tr><td>3.4 Reduce dropout rate for students with disabilities from TVET</td><td>90 %</td></tr>
<tr><td>3.5 Increase graduation rate from TVET</td><td>80 %</td></tr>
<tr><td>3.6 Increase graduation rate of females from TVET</td><td>80 %</td></tr>
<tr><td>3.7 Increase graduation rate of students with disabilities from TVET</td><td>80 %</td></tr>
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Strategic Objective 4:

By 2026, 70% of trainees enrolled into Non-formal TVET programs and apprenticeships shall fully complete their trainings, with female trainees and trainees with disabilities performing equal to males.

4.1 Reduce dropout rate of non-formal TVET trainees and apprentices	60 %	✓ Revise Qualifications Framework for recognizing qualifications earned by Non-formal TVET and apprenticeships ✓ Provide diplomas and certificates upon completion from non-formal TVET and apprenticeships programs	✓ Counsel those at risk of dropout ✓ Provide safe and secure learning environment ✓ Abolish sexual harassment in work and learn places	✓ Train trainers on gender responsible pedagogic skills
4.2 Reduce dropout rate of female non-formal TVET trainees and apprentices	60 %			
4.3 Reduce dropout rate of non-formal trainees & apprentices with disabilities	60 %			
4.4 Increase completion rate from non-formal TVET and apprenticeships	70 %			
4.5 Increase completion rate of females from non-formal TVET and apprenticeships	70 %			
4.6 Increase completion rate of persons with disabilities from non-formal TVET and apprenticeships	70 %			

Strategic Objective 5:

By 2026, 70% of TVET graduates shall prove to be competent in assessments, with female trainees and trainees with disabilities performing equal to males.

5.1 Increase proportion of competent and certified teachers	90%	✓ Establish system for certification of TVET teachers, company trainers and apprenticeship hosts ✓ Certify company trainers and coaches ✓ Certify craftspeople to train apprentices	✓ Facilitate for teachers to take part in professional upgrades ✓ Facilitate industry externships for teachers and trainers ✓ Ensure good work environment for teachers and trainers	✓ Design and implement professional upgrading programs (both pedagogical and occupation specific) for TVET teachers, company trainers and apprentice hosts.	✓ Administer competency assessment for teachers, company trainers and apprentice hosts
5.2 Improve qualification mix of TVET teachers in TVET institutions (Teacher: trainer	1:30				
5.3 Decrease competent teacher to student ratio in TVET institutions	!:30				
5.4 Increase proportion of smart classrooms	1:3				
5.5 Decrease wasted classes and practical	20%				

Strategic Objective 6:

By 2026, 90% of TVET graduates shall get employed within a year from graduation, with female graduates and graduates with disabilities performing equal to males.

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Strategic Objective 7:

By 2026, 90% of the participants of non-formal TVET programs and apprentices shall get employed upon completing their training, with females and persons with disabilities performing equal to males.

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Strategic Objective 8:

By 2026, Females shall make up 50% of TVET teachers and certified company trainers, and 50% of the management staff in TVET institutions.

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Strategic Objective 9:

By 2026, 70% of resources for TVET shall be raised from non-public sources, of which 50% shall be contributed by the private sector.

9.1 Increase resource mobilized from sources other than the government subsidy budget					
9.2 Increase resources mobilized from tax imposed on enterprises to pay 0.5% equivalent of their salary bill for VET/apprenticeships					
9.3 Increase resources by improving efficiency in utilizing funds					
9.4 Improve engagement of business enterprises in TVET					

Strategic Objective 10:

By 2026, All stakeholders shall access easy and reliable data on TVET, youth employment and labor market conditions in Ethiopia.

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Policy Performance Report Card

Addis Ababa Education and Training Authority Yeka Branch: - ____

Responsible: ____(G/Director, A/RTA)

Policy Objective	Key performance indicators (KPIs)	Baseline (2021)	Target	Performance
1. Improve access & equity in TVET				
1. Increase capacity to enroll grade 12 completers in TVET	Number of grade 12 completers enrolled in formal TVET			
1. Increase participation of females in formal TVET programs	Number of female grade 12 completers enrolled in TVET			
1. Increase participation of persons with disability in TVET	Number of grade 12 completers with disabilities enrolled in TVET			
1. Increase capacity to enroll trainees in non-formal TVET/ apprenticeship	Number of trainees enrolled in non-formal TVET/apprenticeship			
1. Increase participation of females in non-formal TVET/apprenticeship	Share of females in non-formal TVET/ apprenticeship			
1. Increase participation of persons with disability in non-formal TVET /apprenticeship	Number of disable trainees in non-formal TVET/apprenticeship			
2. Improve quality of TVET				
1. Increase success rate in assessment of TVET graduates	% of competent TVET graduates in O.A.			
1. Increase success rate in assessment of female TVET graduates	% of competent female TVET graduates in O.A.			
1. Increase success rate in assessment of TVET graduates with disabilities	% of competent TVET graduates with disabilities in O. A.			
1. Increase success rate in assessment of non-formal TVET/ apprentices	% of competent non-formal TVET/ apprenticeship graduates in O.A.			
1. Increase success rate in assessment of female non-formal TVET/ apprentices	% of competent female graduates of non-formal TVET/ apprentices in O.A.			
1. Increase success rate in assessment of graduates with disabilities for non-formal TVET/ apprentices	% of competent graduates with disabilities of non-formal TVET/ apprenticeship in O.A.			

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3. Improve efficiency /internal				
1. Reduce student dropout rate in TVET	% of dropout in TVET			
1. Reduce dropout rate of female students in TVET	% of females dropping out in TVET			
1. Reduce dropout rate for students with disabilities in TVET	% of students with disabilities dropping out in TVET			
1. Reduce dropout rate of trainees in non-formal TVET/ apprenticeship	% of trainees’ dropping out in non-formal TVET/ apprentice			
1. Reduce dropout rate of female trainees in non-formal TVET/apprentice	% of female trainees’ dropping out in non-formal TVET/ apprentice			
1. Reduce dropout rate of trainees with disabilities in non-formal TVET/ apprentices	% of trainees with disabilities dropping out in non-formal TVET/ apprentice			
1. Increase graduation rate in TVET	% of students who graduate from TVET			
1. Increase graduation rate of female students in TVET	% of female students who graduate from TVET			
1. Increase graduation rate of students with disabilities in TVET	% of students with disabilities who graduate from TVET			
1. Increase completion rate in non-formal TVET/ apprentice	% of trainees who complete non-formal TVET/ apprentice			
1. Increase completion rate of female trainees in non-formal TVET/ apprentices	% of female trainees who complete non-formal TVET/ apprentice			
1. Increase completion rate of disabled trainees in non-formal TVET/ apprentices	% of trainees with disabilities who complete non-formal TVET/ apprentice			
4. Improve efficiency /external				
1. Increase employment rate of graduates from TVET	% of employed graduates from TVET			
1. Increase employment rate of female graduates from TVET	% of employed female graduates from TVET			
1. Increase employment rate of graduates with disabilities from TVET	% of employed graduates with disabilities from TVET			
1. Increase employment rate in non-formal TVET/ apprenticeship	% of employed graduates from non-formal TVET/ apprentice			
1. Increase employment rate in non-formal TVET/ apprenticeship	% of employed female graduates from non-formal TVET/ apprentice			
1. Increase employment rate of graduates with disabilities	% of employed graduates with disabilities from			

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5. Improve good governance & diversity				
1. Improve gender diversity of C level trainers	% of females among C level trainers			
1. Improve gender diversity of B level trainers	% females among B level trainers			
1. Improve gender diversity of A level trainers	% of females among A level teachers			
1. Improve gender diversity of management staff (Deans, Vice Deans, Department Heads)	% of females among TVET management staff			
6. Increase and improve TVET financing				
1. Increase resource mobilized from sources other than the government subsidy budget	% share of TVET budget mobilized from non-government from total government expenditure on TVET			
1. Increase resources mobilized from tax imposed on enterprises to pay 0.5% equivalent of their salary bill for VET/apprenticeships	% share of funds mobilized from tax imposed on enterprises			
1. Increase resources by improving efficiency in utilizing funds	% of non-utilized funds			
1. Improve engagement of business enterprises in TVET provision	% of enterprises providing non-formal TVET/Apprenticeship from total number of enterprises with investment permits			